

Sullivans Island Elementary

2015 I'on Avenue
Sullivan's Island, SC 29482

Grades	PK-5 Elementary School	
Enrollment	352 Students	
Principal	Susan R. King	843-883-3118
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent**Good****Average****Below Average****Unsatisfactory**

6

0

0

0

0

IMPROVEMENT RATING

EXCELLENT

ADEQUATE YEARLY PROGRESS

YES

This school met 9 out of 9 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Excellent	Excellent	Yes
2005	Excellent	Excellent	Yes
2006	Excellent	Excellent	Yes

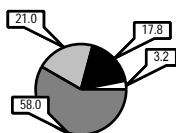
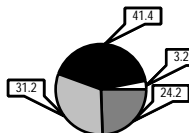
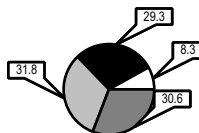
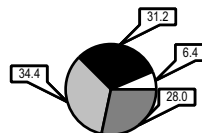
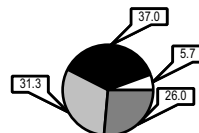
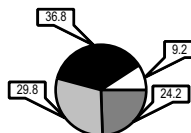
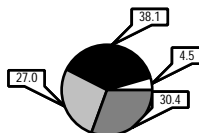
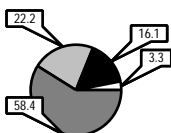
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	160	100.0	3.2	21.0	58.0	17.8	85.4	Yes	Yes
Gender									
Male	92	100.0	1.1	25.6	56.7	16.7	85.6	N/A	N/A
Female	68	100.0	6.0	14.9	59.7	19.4	85.1	N/A	N/A
Racial/Ethnic Group									
White	158	100.0	3.2	21.3	58.1	17.4	85.2	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	150	100.0	1.4	20.4	59.2	19.0	88.4	N/A	N/A
Disabled	10	100.0	30.0	30.0	40.0	0.0	40.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	160	100.0	3.2	21.0	58.0	17.8	85.4	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	160	100.0	3.2	21.0	58.0	17.8	85.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	157	100.0	3.2	20.1	59.1	17.5	86.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	159	100.0	2.6	31.4	24.4	41.7	76.9	Yes	Yes
Gender									
Male	92	100.0	2.2	28.9	23.3	45.6	81.1	N/A	N/A
Female	67	100.0	3.0	34.8	25.8	36.4	71.2	N/A	N/A
Racial/Ethnic Group									
White	157	100.0	2.6	31.8	24.0	41.6	76.6	Yes	Yes
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	149	100.0	1.4	28.8	26.0	43.8	79.5	N/A	N/A
Disabled	10	100.0	20.0	70.0	0.0	10.0	40.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	159	100.0	2.6	31.4	24.4	41.7	76.9	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	159	100.0	2.6	31.4	24.4	41.7	76.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	156	100.0	2.6	30.7	24.2	42.5	77.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	160	100.0	8.3	31.8	30.6	29.3	59.9
Gender							
Male	92	100.0	10.0	25.6	30.0	34.4	64.4
Female	68	100.0	6.0	40.3	31.3	22.4	53.7
Racial/Ethnic Group							
White	158	100.0	8.4	31.6	30.3	29.7	60.0
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	150	100.0	7.5	30.6	31.3	30.6	61.9
Disabled	10	100.0	20.0	50.0	20.0	10.0	30.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	160	100.0	8.3	31.8	30.6	29.3	59.9
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	160	100.0	8.3	31.8	30.6	29.3	59.9
Socio-Economic Status							
Subsidized meals	3	100.0	I/S	I/S	I/S	I/S	I/S
Full-pay meals	157	100.0	8.4	31.8	29.9	29.9	59.7

Social Studies							
All Students	159	100.0	5.8	34.6	28.2	31.4	59.6
Gender							
Male	92	100.0	4.4	27.8	27.8	40.0	67.8
Female	67	100.0	7.6	43.9	28.8	19.7	48.5
Racial/Ethnic Group							
White	157	100.0	5.8	35.1	28.6	30.5	59.1
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	149	100.0	4.1	34.2	28.8	32.9	61.6
Disabled	10	100.0	30.0	40.0	20.0	10.0	30.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	159	100.0	5.8	34.6	28.2	31.4	59.6
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	159	100.0	5.8	34.6	28.2	31.4	59.6
Socio-Economic Status							
Subsidized meals	3	100.0	I/S	I/S	I/S	I/S	I/S
Full-pay meals	156	100.0	5.9	34.0	28.1	32.0	60.1

Abbreviations for Missing Data

N/A Not Applicable

N/AV Not Available

N/C Not Collected

N/R Not Reported

I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	67	100.0	1.6	14.1	67.2	17.2	84.4
	4	52	100.0	2.0	32.0	62.0	4.0	66.0
	5	55	100.0	1.9	23.1	63.5	11.5	75.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	47	100.0	2.2	11.1	51.1	35.6	86.7
	4	66	100.0	4.5	25.8	56.1	13.6	69.7
	5	47	100.0	2.2	23.9	67.4	6.5	73.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	67	100.0	3.1	43.8	29.7	23.4	53.1
	4	52	100.0	6.0	26.0	46.0	22.0	68.0
	5	55	100.0	1.9	7.7	23.1	67.3	90.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	47	100.0	4.4	44.4	28.9	22.2	51.1
	4	66	100.0	3.0	28.8	21.2	47.0	68.2
	5	46	100.0	0.0	22.2	24.4	53.3	77.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	67	100.0	14.1	40.6	39.1	6.3	45.3
	4	52	100.0	16.0	28.0	32.0	24.0	56.0
	5	55	100.0	0.0	17.3	26.9	55.8	82.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	47	100.0	15.6	28.9	37.8	17.8	55.6
	4	66	100.0	9.1	36.4	27.3	27.3	54.5
	5	47	100.0	0.0	28.3	28.3	43.5	71.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	67	100.0	4.7	48.4	32.8	14.1	46.9
	4	52	100.0	8.0	40.0	24.0	28.0	52.0
	5	55	100.0	1.9	21.2	19.2	57.7	76.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	47	100.0	2.2	22.2	46.7	28.9	75.6
	4	66	100.0	7.6	42.4	22.7	27.3	50.0
	5	46	100.0	6.7	35.6	17.8	40.0	57.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 352)				
First graders who attended full-day kindergarten	98.5%	Up from 76.9%	100.0%	100.0%
Retention rate	1.2%	Down from 1.7%	0.9%	2.8%
Attendance rate	95.8%	Up from 95.7%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	51.2%	Up from 48.8%	41.9%	10.4%
On academic plans	17.4%	N/AV	12.0%	33.6%
On academic probation	0.0%	N/AV	1.1%	1.0%
With disabilities other than speech	2.6%	Down from 4.7%	3.3%	7.5%
Older than usual for grade	0.0%	Down from 0.3%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.3%	0.0%	0.0%
Teachers (n= 23)				
Teachers with advanced degrees	65.2%	Up from 61.5%	61.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	11.8%	N/A	4.5%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 4.0%	0.0%	0.0%
Teachers returning from previous year	93.2%	Up from 91.8%	93.2%	87.3%
Teacher attendance rate	92.5%	Down from 96.3%	95.9%	94.9%
Average teacher salary	\$46,313	Up 1.9%	\$45,653	\$42,485
Prof. development days/teacher	8.7 days	Down from 11.0 days	11.5 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	3.5	4.0
Student-teacher ratio in core subjects	19.2 to 1	Down from 19.6 to 1	20.2 to 1	18.6 to 1
Prime instructional time	87.6%	Down from 89.7%	91.9%	89.7%
Dollars spent per pupil*	\$7,114	Up 14.1%	\$6,736	\$6,557
Percent of expenditures for teacher salaries*	64.5%	Down from 71.9%	65.4%	64.0%
Percent of expenditures for instruction*	72.0%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Excellent	Up from Good	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

I am pleased to report that during the 2005-2006 school year, Sullivan's Island Elementary School has continued to provide students with a quality educational experience.

In conjunction with the district's Charleston Plan for Excellence, we have made significant strides in assessment, instruction and staff development, better enabling us to meet the needs of students at all levels of learning readiness. We believe that child-centered, data-driven instructional decision-making creates a learning community in which all children can thrive.

Sullivan's Island Elementary has been recognized as a Palmetto Gold Recipient for five consecutive years. In addition, on the South Carolina State Report Card we have earned an Excellent rating for five consecutive years, as well as Excellent on our Improvement rating for three consecutive years.

Historically, Sullivan's Island Elementary has had a high level of parental involvement, with active volunteers in the school each day. Our School Improvement Council (SIC), Parent Teacher Association (PTA), and Friends of Sullivan's Island School Foundation (FOSIS) work in tandem to provide parent and community involvement and support for our school.

During 2005-2006 we moved into the second year of implementation of the Coherent Curriculum, Measures of Academic Progress (MAP) testing, differentiated instruction, and inclusion resource model. As an extension of these initiatives, Sullivan's Island Elementary provided an Enrichment Period that employed small group instruction to address specific skills needs in math and reading.

Our current challenge is to explore new ways to inspire and challenge students to think critically, logically and creatively. I would like to see a larger percentage of our students scoring at the advanced level on PACT, ultimately becoming stronger problem solvers, equipped with the skills needed to tackle the challenges of a complex world. As we work toward this goal, we will fine tune our Enrichment Period and increase the use of instructional technology in the classroom.

We appreciate all the support we receive from our district, parents, community, and students. I look forward to another year of growing and learning by the sea! Please stop by to experience what makes our school so special, or visit us on our website at <http://sullivanisland.ccsdschools.com>.

Susan R. King, Principal
Katherine Wenger, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	40	16
Percent satisfied with learning environment	90.5%	95.0%	87.5%
Percent satisfied with social and physical environment	86.4%	92.5%	100.0%
Percent satisfied with school-home relations	100.0%	92.5%	68.8%

*Only students at the highest elementary school grade level at this school and their parents were included.